Announcements

- Summer Courses at Stony Brook
  - Less Commonly Taught Languages (StarTalk)
    - Arabic, Persian, Turkish & Korean
    - Scholarships available for high school juniors & seniors
    - http://www.stonybrook.edu/commcms/llrc/startalk/startalk_2016.html
  - FLA 307/507 Critical Pedagogy (online)
  - FLA 571 Technology & Education (online)
  - *New* FLA 439/570 Technology Literacy (face-to-face)
- For all summer course information, visit:
- http://www.stonybrook.edu/summer-sessions/

ACTFL's New Can-Do Statements: What They Can-Do For You

Sarah Jourdain
Stony Brook University
Sarah.Jourdain@stonybrook.edu

Fifth Annual Workshop for Language Teachers

What is it that we do?
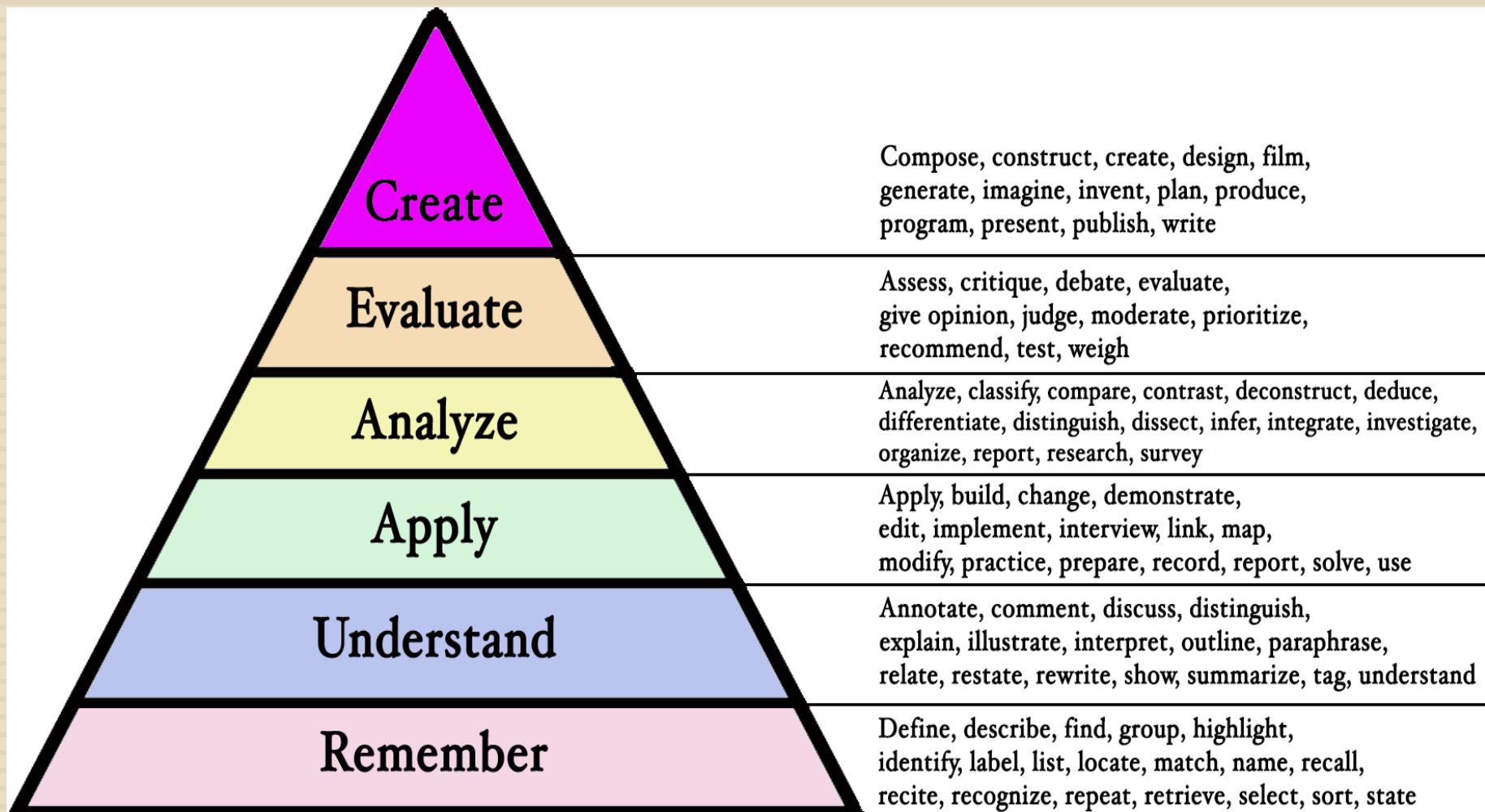
- We help learners gain Communication Skills
  - Interpersonal
  - Interpretive
  - Presentational
    - (i.e. Listening, Speaking, Reading & Writing)
- We help learners gain Intercultural Skills
  - Understanding
  - Negotiation
  - Tolerance/Affinity

How do we do this?

- Goal/Objective Statements:
- Students will be able to…
  - Describe members of their family
  - Order a meal in a restaurant
  - Explain a current event
  - Write an e-mail about vacation plans
  - Understand a video of a weather report
  - Understand basic information on a hotel web site

Bloom's Taxonomy

Create

Compose, construct, create, design, film, generate, imagine, invent, plan, produce, program, present, publish, write

Evaluate

Assess, critique, debate, evaluate, give opinion, judge, moderate, prioritize, recommend, test, weigh

Analyze

Analyze, classify, compare, contrast, deconstruct, deduce, differentiate, distinguish, dissect, infer, integrate, investigate, organize, report, research, survey

Apply

Apply, build, change, demonstrate, edit, implement, interview, link, map, modify, practice, prepare, record, report, solve, use

Understand

Annotate, comment, discuss, distinguish, explain, illustrate, interpret, outline, paraphrase, relate, restate, rewrite, show, summarize, tag, understand

Remember

Define, describe, find, group, highlight, identify, label, list, locate, match, name, recall, recite, recognize, repeat, retrieve, select, sort, state

References: Anderson, L.W., Krathwohl, D.R., & Bloom, B.S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.
Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R., (1956). *Taxonomy of educational objectives: The classification of education goals.* New York: Longman

ACTFL's New Can-Do Statements

- ACTFL-NCSSFL Can-Do Statements
  - **= Progress Indicators for Language Learners**
  - **= Student Self-assessment checklists**
  - **= Lesson goal/objective statements**
  - **=Learning targets for unit/curriculum design**

http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

ACTFL's New Can-Do Statements

- Examples:
  - **Intermediate Low, Interpersonal Communication:**

  "I can handle short social interactions in everyday situations by asking and answering simple questions."

  → *"I can talk to a friend about classes at school."*

  - **Novice High, Interpretive Listening:**

  "I can recognize pieces of information and sometimes understand the main topic of what is being said."
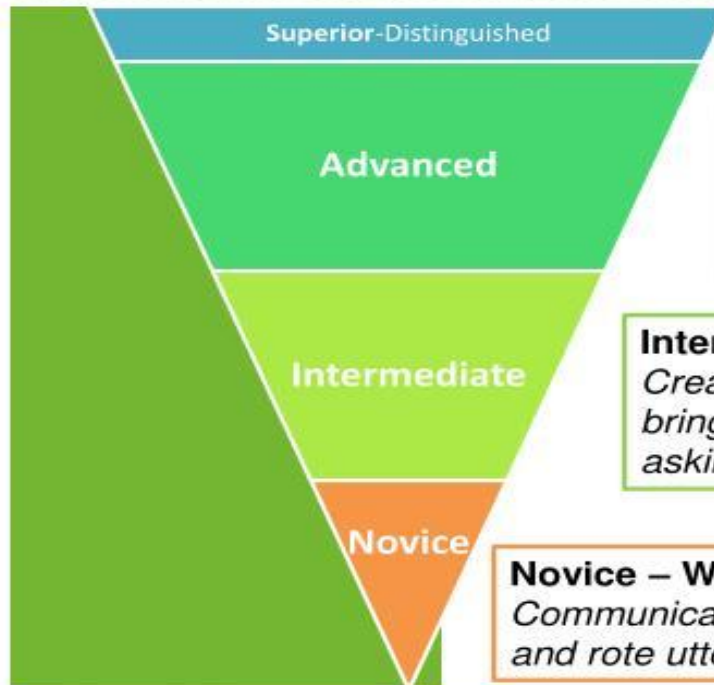
  → *"I can understand some facts about a weather report video."*

  - **Novice Mid, Presentational Writing:**

  "I can write lists on familiar topics."
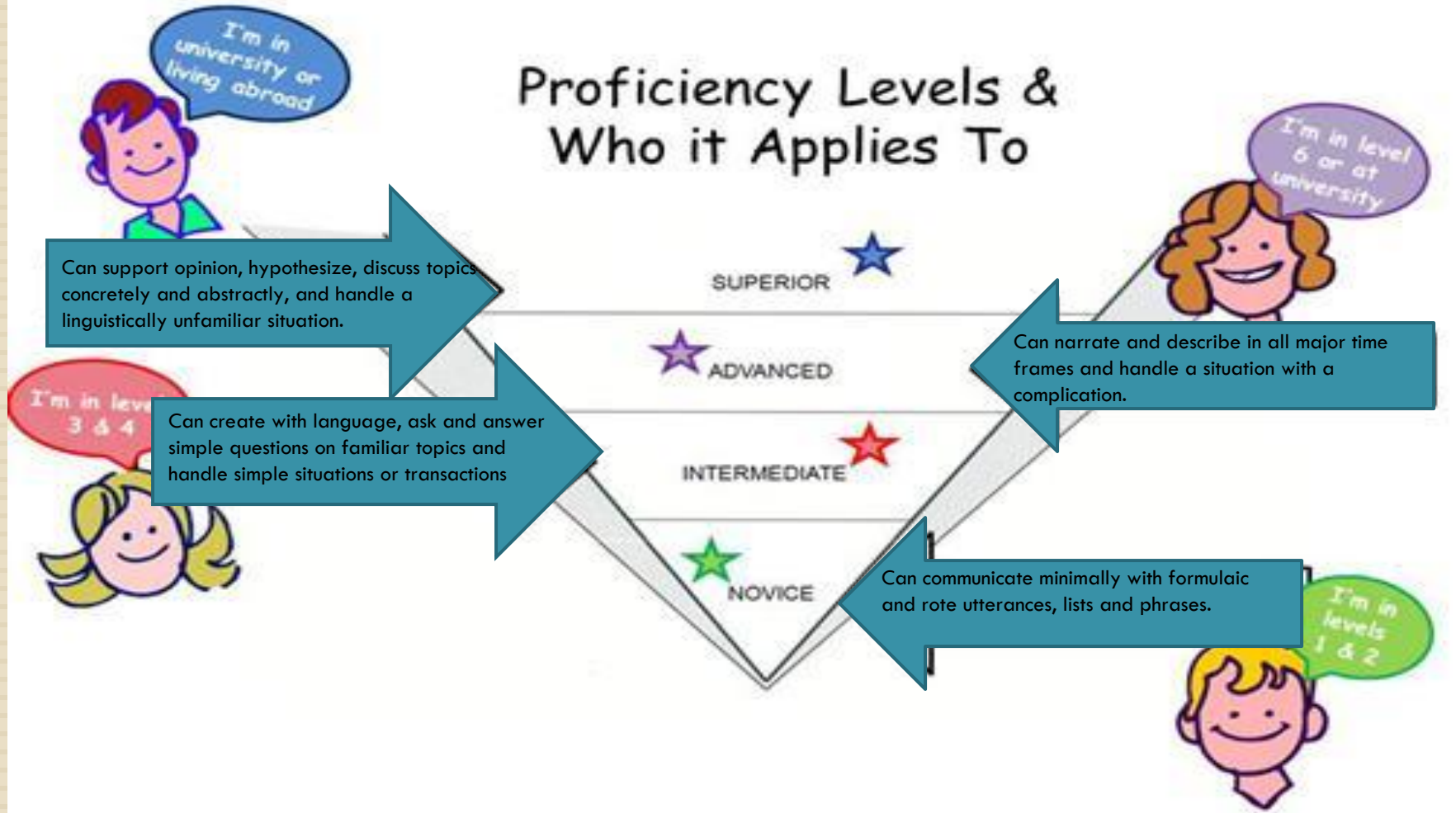
  → *"I can write a shopping list to make a recipe."*

ACTFL's Proficiency Levels
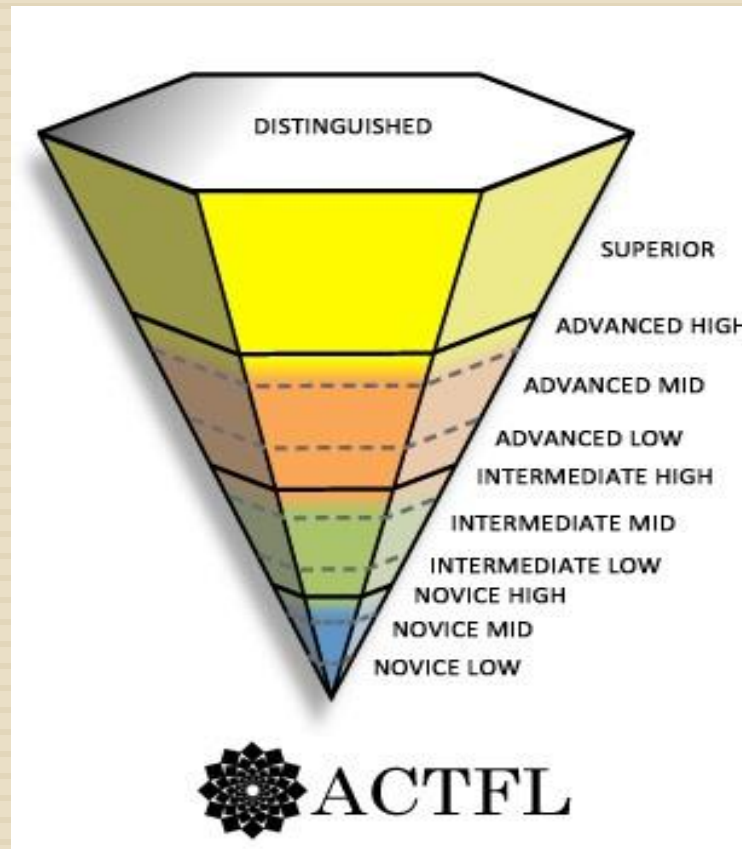
ACTFL's Proficiency Levels

ACTFL's Proficiency Levels

Goal Setting

- Think about an Interpersonal Speaking goal that you either had for your students this week or will have for them next week.
  - Identify the level of your students &
  - Write that Can-Do statement!
- Share that statement with your neighbor.

ACTFL's Can-Do Statements: How can you use them?

- (1) As main indicators to set long-term learning goals. Ask yourself what you expect your learners to be able to do with language after one unit, one semester, one year, etc., and re-evaluate your goals when informed by assessment. Choose more specific can-do statements or customize new ones to establish learning targets for thematic units and lessons. These targets can help drive your instruction to be more performance-oriented and provide more opportunities for your learners to produce language.

ACTFL's Can-Do Statements: How can you use them?

- (2) Use the checklists to model goal setting for your learners. Share with your students the Can-Do Statements you are targeting for each day's lesson and show them how those targets relate to the unit goals. Encourage learners to set their own goals. Use wording from the Can-Do Statements in your rubrics, so that your learners know exactly what you expect of them. For example, for Novice-level Interpersonal tasks, the rubric might include "asks and responds to simple questions." For Intermediate-level Presentational tasks, the rubric might include "uses connected sentences."

ACTFL's Can-Do Statements: How can you use them?

- (3) Finally, help learners to understand how what they write or say actually demonstrates that they have or have not met the goal of the Can-Do Statements. In this way you can help them become more independent, life-long learners, able to set their own goals.

Reminders

- Please fill out an evaluation.
- Remember to tell your students about opportunities to study language in the summer.
- Remember that Stony Brook also offers you courses in the summer that may help your professional development.
- This PowerPoint, and other information from today's workshop is available at:

http://www.stonybrook.edu/commcms/llrc/lectures_workshops/5th_workshop.html